**LESSON PLAN 1—The Next Movement**

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| **MINISTRY EXPECTATIONS:**  1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning; 2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;  3. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * No text or interpretation of text is neutral * Reading communities position the interpretation of texts * Race, class, gender, sexuality, nation, ethnicity, religious identity intersect in complex ways such that readers may interpret a text from multiple and shifting social locations * Cultures are not unified nor are they discrete—these cultures are laden with power struggles, conflicts and social inequities * Culture creates literature just as literature influences culture | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**   * What is culture? How is it created? * How do texts wield cultural power? * How do readers challenge the power of culturally dominant texts? * What are the benefits of being open to texts from different cultures? * How does social, cultural, and personal position influence the creation and interpretation of texts? | |
| **KNOWLEDGE :**  Gain an understanding of how texts privilege certain audiences and act to disempower others  The dominant conventions in oral written and media texts and challenges to these conventions | **SKILLS:**  Explain with insight how their own beliefs, values and experiences are revealed in the oral, written and media texts they create  Show an understanding of how their communication engages issues of culture and power |
| **DIFFERENTIATED INSTRUCTION:** (*Content/Product/Process/Environment*)  Students should have little background knowledge on the content of these lessons.  Students should have a basic knowledge of how to write and essay  Students should also be prepared to work in group and on their own  Students will be asked to listen, view and read material and gain information from it.  This is a writing intensive week, however there will be opportunities to draw and speak in class. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:** *(AforL, AasL, AofL)*  Cloze Music Sheet AasL  Poetry Sheet- AasL  Literacy Logs- AasL, AforL | |
| **LEARNING GOALS:**  Students should have a basic idea of what Things Fall Apart is about and be excited to start reading the novel. They should also have an understanding of what the CA is going to be. | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  *Teacher will need to be able to play music—speakers, etc.*  *Teachers will need to make copies of worksheets*  *Teachers will need books for each student* | **AGENDA:**  Intro to Things Fall Apart with:  Fun with Music  Fun with Poetry-Yeats  Into to Final Project—Essay  Chapter One  Literacy Logs |
| **MINDS ON: Cloze Listening Activity** *20 minutes*  *Have “The Next Movement” by the Roots from their album Things Fall Apart playing in the background as students come into the classroom. Then pass out the cloze listening sheet with the lyrics to the song (see appendix 4.3). Have students listen to the song again and fill out the cloze exercise. After students have finished filling out their sheets check for answers from the students. Discuss some of the possible meanings of the song. After time has been allotted to the song, focus on where the song is from and the title of the Album—Things Fall Apart.*    The song can be hear on you tube: <http://www.youtube.com/watch?v=W3hNxWKUnwo> | |
| **ACTION: Listen to My Poetry…**  *45 minutes*  *After discussing the song by The Roots, pass out the novel to the students. Ask students to discuss in groups what they think of the title, cover, ect. Discuss as a class first reactions to the novel. Allow the discussion to have some level of free flow—this is the time for students to make first impressions and really just get a feeling for the novel.*  *Next pass out the Poetry worksheet (Appendix 4.4). Have students read the first stanza that appears in the novel (Yeats’ poem). Have a student read it out-load, then have students discuss the poem in pairs. After a few minutes put the poem up (on overhead or write it on the board) so that students have a common larger poem to look at. Then start the discussion of the meaning of the poem. Go over key words that students may not be familiar with like “gyre” or “anarchy.” Ask students questions about images and meaning. After the language move on to the meaning of the poem. Discuss the chaos, the destruction, and the overall message of the poem. Then discuss why this may be the opening to a novel. What might this say about the novel as a whole? Have students predict what the novel will be about.*  *Preparation for the CA: Explain to students that at the end of this unit they will be asked to write an essay on this novel as it relates to one of the literary theories covered in the unit. Explain that throughout the unit they will be asked to fill out literacy logs and evidence finders. These tools will help them compile evidence for their essays. Pass out the literacy log and evidence finder and explain how they will be used. The literacy logs will be used to record general thoughts on the reads as well as answer specific prompts as they are provided. Students will also be asked to write in new words and key terms as they come across them. The students can start the log together as a group adding in the new words they have learned from the opening poem. Explain that the evidence finder will be used at the end of the week and explained in more detail at that time.*  *Finally start the book together. Read chapter one, out-load as a group. Start the reading and then ask for volunteer participation* | |
| **CONSOLIDATION: First Literacy Log** *10 minutes*  *After finishing chapter one together, ask the students to write their first literacy log. The response can be any reaction to the book. If they like it, have questions, or any thought on the first chapter. Collect the log to check for understanding and help prepare for additional classes. Students will be asked to read through chapter five by Friday.* | |
| **ACCOMMODATIONS & MODIFICATIONS:** *E.g. IEP, ELL*  *This lesson is very listening focused. Songs, poems, and the first chapter of the book are all read out-load. With this is mind accommodations would need to be made for anyone that was hearing impaired. Also so of the fonts on the worksheets are in smaller print….this could be very difficult for someone that is visually impaired and larger font worksheets should be supplied. In addition, if there is a student that has physical problems writing in class they will need electronic copies sent to them ahead of time. Additional accommodations will have to be made on an individual basis.* | |
| **REFLECTION:** | |

**LESSON PLAN 2—What is this Colonialism Thing?**

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| **MINISTRY EXPECTATIONS:**  1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning; 2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;  3. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * No text or interpretation of text is neutral * Reading communities position the interpretation of texts * Race, class, gender, sexuality, nation, ethnicity, religious identity intersect in complex ways such that readers may interpret a text from multiple and shifting social locations * Cultures are not unified nor are they discrete—these cultures are laden with power struggles, conflicts and social inequities * Culture creates literature just as literature influences culture | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**   * What is culture? How is it created? * How do texts wield cultural power? * How do readers challenge the power of culturally dominant texts? * What are the benefits of being open to texts from different cultures? * How does social, cultural, and personal position influence the creation and interpretation of texts? | |
| **KNOWLEDGE :**  Gain an understanding of how texts privilege certain audiences and act to disempower others  The dominant conventions in oral written and media texts and challenges to these conventions | **SKILLS:**  Explain with insight how their own beliefs, values and experiences are revealed in the oral, written and media texts they create  Show an understanding of how their communication engages issues of culture and power |
| **DIFFERENTIATED INSTRUCTION:** (*Content/Product/Process/Environment*)  Students should have little background knowledge on the content of these lessons.  Students should have a basic knowledge of how to write and essay  Students should also be prepared to work in group and on their own  Students will be asked to listen, view and read material and gain information from it.  This is a writing intensive week, however there will be opportunities to draw and speak in class. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:** *(AforL, AasL, AofL)*  KWL- AforL, AasL  Brainstorm- AasL  Big Paper- AforL, AasL  Class Definition--AsforL | |
| **LEARNING GOALS:**  Students should have a basic understanding of colonialism and how it pertains to the novel | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  *Teacher will need to make copies of worksheets and reading. Teacher will also need large paper for the Big Paper project and makers.* | **AGENDA:**  **Colonialism**  KWL/Think/Pair/Share—Colonialism  Brainstorm  Collaborative definition strategy  Big Paper  Class Definition  Finish KWL |
| **MINDS ON: KWL-Colonialism** *10 minutes*  *KWL: Students will individually fill out the K and W part of the chart in response to their knowledge on Colonialism. Appendix 1.8 Think/Pair/Share--Students will partner up with an elbow buddy to discuss what they know and what they would like to know about colonialism. Brainstorm: On the board we will discuss ideas around colonialism. This list of ideas will stay on the board throughout the class as a reference point.* | |
| **ACTION:** Concept Attainment: Colonialism *60minutes*  *Concept Attainment Strategy: Students will stay in their pairs from the minds on. They will be given a worksheet that asks them to define Colonialism and Imperialism and will be given a reading from Colonialism/Post Colonialism. Students will be asked to create their own definition of Colonialism based on the reading (Appendix 1.6). They will fill out the work sheet provided (Appendix 1.7 (Loomba, 2005). Big Paper Colonialism : Students will move into groups of fours. They will be numbered off for the transition so that they are in groups with three new people and not their original partner. This will provide for a variety of definitions of Colonialism and Imperialism. Students will be asked to take a few minutes to compare definitions. Then student groups will be given a big piece of paper and asked to silently respond the questions on the paper. These questions will focus on concepts of colonialism and imperialism. After a few minutes students will switch paper with the other groups (clockwise) and they will continue to add to the conversation on colonialism. Questions provided on the big paper can be: Do you feel colonialism has affected your life? Do you think there is a big difference between colonialism and imperialism? Is colonialism a thing of the past? Do you think colonialism affects the world today? Does colonialism affect your day-to-day existence? For more details on running a “Big Paper” see references (Big Paper, 2012). Oral Check in : The teacher will then do an oral check with the class. Asking students to share parts of their conversations and their thoughts about said conversation. This will help the students gage their understanding of the concepts and allow for the teacher to understand where the students’ thinking is at that point. The “Big Papers” can also be hung up on the walls for future reference. Class definition creation: Students will be asked to return to their individual seats. The instructor will then ask if there are any parts of the original brainstorm that no longer fit the definition of Colonialism. Once those parts are removed the instructor will ask if there is anything that now needs to be added. Together the class will then come up with a class-developed definition of Colonialism.*  *Big paper - building a silent conversation*. (2012). Retrieved from <http://www.facinghistory.org/resources/strategies/big-paper-building-a-silent-c>  Loomba, A. (2005). *Colonialism/postcolonialism*. (2 ed., pp. 7-12). New York, NY: Routledge. | |
| **CONSOLIDATION: KWL** *5 minutes*  *After creating a class definition and understanding of colonialism ask the students to fill out the “L” part of their KWL charts. This will allow students to fully express their understanding of colonialism. Ask students to turn in the KWLs as they leave the classroom. This will allow you to review the charts and check for understanding. Note: This is a rather theoretical approach to the concept of colonialism. Students made need some more concrete examples. After reviewing the student charts make adjustments to future lessons if more historical background is needed.* | |
| **ACCOMMODATIONS & MODIFICATIONS:** *E.g. IEP, ELL*  *This is a rather text focused lesson. Weak readers should be paired with stronger readers to assist them with the heavy reading required for this lesson. Also this lesson requires writing in front of peers, weak spellers may need aids like spell checkers in order to participate in the activity. . Additional accommodations will have to be made on an individual basis.* | |
| **REFLECTION:** | |

**LESSON PLAN 3—Colonialism and Things Fall Apart**

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| **MINISTRY EXPECTATIONS:**  1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning; 2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;  3. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. | |
| |  |  | | --- | --- | | **ENDURING UNDERSTANDING ADDRESSED:**   * No text or interpretation of text is neutral * Reading communities position the interpretation of texts * Race, class, gender, sexuality, nation, ethnicity, religious identity intersect in complex ways such that readers may interpret a text from multiple and shifting social locations * Cultures are not unified nor are they discrete—these cultures are laden with power struggles, conflicts and social inequities * Culture creates literature just as literature influences culture | | | **ESSENTIAL QUESTION(S) ADDRESSED:**   * What is culture? How is it created? * How do texts wield cultural power? * How do readers challenge the power of culturally dominant texts? * What are the benefits of being open to texts from different cultures? * How does social, cultural, and personal position influence the creation and interpretation of texts? | | | **KNOWLEDGE :**  Gain an understanding of how texts privilege certain audiences and act to disempower others  The dominant conventions in oral written and media texts and challenges to these conventions | **SKILLS:**  Explain with insight how their own beliefs, values and experiences are revealed in the oral, written and media texts they create  Show an understanding of how their communication engages issues of culture and power | | |
| **DIFFERENTIATED INSTRUCTION:** (*Content/Product/Process/Environment*)  Students should have little background knowledge on the content of these lessons.  Students should have a basic knowledge of how to write and essay  Students should also be prepared to work in group and on their own  Students will be asked to listen, view and read material and gain information from it.  This is a writing intensive week, however there will be opportunities to draw and speak in class. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:** *(AforL, AasL, AofL)*  Group worksheet, AasL AforL  Discussion, AforL  Exit Card, AforL | |
| **LEARNING GOALS:**  Students should start to think about why some books are taught in high schools and not others. Students should question why they are reading the books that they are. They should also start to connect Things Fall apart to colonial history. | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  *Video equipment to play minds on*  *Copies of worksheets*  *Blackboard for discussion* | **AGENDA:**  Heart of Darkness Video  Heart of Darkness Reading and Worksheet  Group Worksheet on Essay Elements  Discussion  Exit Card |
| **MINDS ON: ‘Heart of Darkness is Inappropriate’ Video** *10 minutes*  *Listen to the NPR interview of Chinua Achebe about the use of The Heart of Darkness in high schools. Ask students if they have read the book. Ask students if they agree with Achebe? Ask students to keep this interview in mind when reading the next article.*  Achebe, Chinua. (2009). Heart of Darkness is Inappropriate. Retrieved from: <http://www.npr.org/templates/story/story.php?storyId=113835207>. | |
| **ACTION: “An Image of Africa: Racism in Conrad’s ‘Heart of Darkness’”** *60 minutes*  *Pass out the article “An Image of Africa: Racism in Conrad’s: Heart of Darkness.” Also had out the accompanying worksheet. As students to silently read the artcle. As they read the article ask them to put starts next to key points, checks next to things they agree with, ‘xs’ next to things they do not agree with and question marks next to things they do agree with. They will then silently answer a few questions on the article. See Appendix 1.9*  *After students have finished the questions and the article ask them to get into groups of three to four students. In these groups explain that this essay by Achebe has all of the elements of an essay—thesis, evidence, conclusion. Students will then use their organizers to find the thesis, evidence for his argument and his concluding sentence. Walk around and observe the students to check for understanding After students have found these elements of the essay, discuss the answers as a whole class. Ask questions like Why is that a strong piece of evidence? Why is that a weak piece of evidence? Do you think that information is a key part of his argument? What differences do you see between the thesis and the conclusion? Ask about the essay itself: How do you think The Heart of Darkness should be taught in schools?*  Article: Achebe, Chinua. “An Image of Africa: Racism in Conrad’s ‘Heart of Darkness.” Massachusetts Review. 18. 1977. Pp 251-261. Retrieved from: <http://kirbyk.net/hod/image.of.africa.html>. | |
| **CONSOLIDATION: Exit Card** *5 minutes*  *Have students write an exit card answering the following question: Do think The Heart of Darkness should be removed from schools? See Appendix 1.9* | |
| **ACCOMMODATIONS & MODIFICATIONS:** *E.g. IEP, ELL*  Once again this part of the unit is very text heavy. Students are asked to read a lot and write a lot. If students are weak readers than the article may need to be read out-load for the students. Also if the students are appearing to have a weak understanding of the essay, than the parts of the essay may need to be reviewed in class. Students that have trouble reading in class may need to be given the article ahead of time. | |
| **REFLECTION:** | |

**LESSON PLAN 4—Post-Colonial?**

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| **MINISTRY EXPECTATIONS:**  1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning; 2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;  3. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * No text or interpretation of text is neutral * Reading communities position the interpretation of texts * Race, class, gender, sexuality, nation, ethnicity, religious identity intersect in complex ways such that readers may interpret a text from multiple and shifting social locations * Cultures are not unified nor are they discrete—these cultures are laden with power struggles, conflicts and social inequities * Culture creates literature just as literature influences culture | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**   * What is culture? How is it created? * How do texts wield cultural power? * How do readers challenge the power of culturally dominant texts? * What are the benefits of being open to texts from different cultures? * How does social, cultural, and personal position influence the creation and interpretation of texts? | |
| **KNOWLEDGE :**  Gain an understanding of how texts privilege certain audiences and act to disempower others  The dominant conventions in oral written and media texts and challenges to these conventions | **SKILLS:**  Explain with insight how their own beliefs, values and experiences are revealed in the oral, written and media texts they create  Show an understanding of how their communication engages issues of culture and power |
| **DIFFERENTIATED INSTRUCTION:** (*Content/Product/Process/Environment*)  Students should have little background knowledge on the content of these lessons.  Students should have a basic knowledge of how to write and essay  Students should also be prepared to work in group and on their own  Students will be asked to listen, view and read material and gain information from it.  This is a writing intensive week, however there will be opportunities to draw and speak in class. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:** *(AforL, AasL, AofL)* | |
| **LEARNING GOALS:**  Gain a basic understand of Chinua Achebe’s inspiration for writing. Understand how he positions his work and what his take on culture is. How is he writing in a postcolonial world? | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  *Blackboard for Brainstorm*  *Will need video playing equipment to show movie* | **AGENDA:**  Brainstorm-Postcolonial  Film: Africa’s Voice  Class Check in |
| **MINDS ON: What is Post** *10 minutes*  *When students walk in have the question “What does ‘post’ mean?” written on the board. Ask students to jot down a couple of ideas about the word post and what is means when added to another word. Create a* ***Brainstorm*** *on the board for the word Postcolonial. Ask students to think about postcolonial as they watch the film* | |
| **ACTION: African’s Voice** *60 minutes*  *Have the students watch the movie* African’s Voice. This film is an interview with Chinua Achebe and speaks to his thoughts on post colonial literature and some of his reasons behind this book Things Fall Apart. Many schools own this film. It can also be purchased online. The website where this movie can be purchased (<http://ffh.films.com/id/10971/Chinua_Achebe_Africas_Voice.htm>) describes the film as: “This program analyzes the impact Chinua Achebe and his writings have had on world literature, as well as his influence as an editor and a spokesman for a generation of African writers.” If this film cannot be purchased there are many articles online on the topic of Things Fall Apart and postcolonial literature (check out: http://www.theatlantic.com/past/docs/unbound/interviews/ba2000-08-02.htm)  Achebe, Chinua. (1999) Africa’s Voice. **DVD ISBN 978-0-7365-5764-1.** | |
| **CONSOLIDATION: Class Check-In** *5 minutes*  *Take the last few minutes in class to ask students what they thought of the movie. How will this affect there understanding of Achebe’s writings?* | |
| **ACCOMMODATIONS & MODIFICATIONS:** *E.g. IEP, ELL*  *Students that have concentration problems may have problems focusing on an hour movie. The instructor may wish to pause the movie at key points to help guide the students through the film. Also hearing impaired students may need a reading or another way of gaining the information from the film.* | |
| **REFLECTION:** | |

**LESSON PLAN 5 Postcolonial Continued**

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| **MINISTRY EXPECTATIONS:**  1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning; 2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;  3. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. | |
| **ENDURING UNDERSTANDING ADDRESSED:**   * No text or interpretation of text is neutral * Reading communities position the interpretation of texts * Race, class, gender, sexuality, nation, ethnicity, religious identity intersect in complex ways such that readers may interpret a text from multiple and shifting social locations * Cultures are not unified nor are they discrete—these cultures are laden with power struggles, conflicts and social inequities * Culture creates literature just as literature influences culture | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**   * What is culture? How is it created? * How do texts wield cultural power? * How do readers challenge the power of culturally dominant texts? * What are the benefits of being open to texts from different cultures? * How does social, cultural, and personal position influence the creation and interpretation of texts? | |
| **KNOWLEDGE :**  Gain an understanding of how texts privilege certain audiences and act to disempower others  The dominant conventions in oral written and media texts and challenges to these conventions | **SKILLS:**  Explain with insight how their own beliefs, values and experiences are revealed in the oral, written and media texts they create  Show an understanding of how their communication engages issues of culture and power |
| **DIFFERENTIATED INSTRUCTION:** (*Content/Product/Process/Environment*)  Students should have little background knowledge on the content of these lessons.  Students should have a basic knowledge of how to write and essay  Students should also be prepared to work in group and on their own  Students will be asked to listen, view and read material and gain information from it.  This is a writing intensive week, however there will be opportunities to draw and speak in class. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:** *(AforL, AasL, AofL)*  Brainstorm AasL  Literacy Log AasL and AforL  Conferences AforL  One Question AforL | |
| **LEARNING GOALS:**  *Students should gain a basic knowledge of postcolonialism and how it relates to Things Fall Apart.* | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  *Teacher will need blackboard to work on Brainstorm*  *Also projector/computer for PowerPoint*  *Extra copies of Literacy logs for students that forgot.* | **AGENDA:**  **Brainstorm**  **Lecture**  **Group work—literacy log**  **Conferences**  **One Question** |
| **MINDS ON: Brainstorm** *5 minutes*  *Ask students to return to the “postcolonial” brainstorm that they started the day before. Ask them to consider the movie. What do they think of post-colonial now?* | |
| **ACTION: Lecture and Literacy logs** *65 minutes*  *Present a 20 minute lecture on the idea of Postcolonialism and literature. This should give a general background to the major writers on the topic and also to how it is applied in literature. Attention should be given to the many different definitions and understand of the term. See Appendix 1.10 for the powerpoint. This powerpoint is a very general overview and was retrieved from: http://www.slideshare.net/susiswo/postcolonialism. It should be adjusted after the previous day’s brainstorm in order to make it relevant for student’s understanding. Take questions from the students for understanding.*  ***Literacy Log****. Ask students to get into groups of three and work on their literacy logs. This time have them fill out the* ***Evidence Finder*** *for Postcolonialism. Ask students to look for evidence in the first 5 chapters that would support the idea that Things Fall Apart was a postcolonial text. Remind them that they will want to add to this as they continue to read.*  ***Individual Conferences****: During the group work call students up to your desk individually. Ask them what they think about the book so far. See if they have any questions about the literacy log or about the final essay. Use this as a general check in for comfort with the book. It is unlikely you will get to see all students and as such* ***Conferences*** *should continue throughout the unit.* | |
| **CONSOLIDATION: One Question** *5 minutes*  *Students will write on a card one question that they have about the novel or weeks’ lesson. This will be turned in and used to adjust future lessons. Students will also be asked to read the next chapters in preparation for the following week’s work.* | |
| **ACCOMMODATIONS & MODIFICATIONS:** *E.g. IEP, ELL*  *Mobility for group work may be a problem and desks should be arranged to help students with mobility issues. Also students that have problems writing in class may need a computer or other accommodation to work on the worksheets.* | |
| **REFLECTION:** | |